



#### Fall 2005 MEAP Writing

#### **Standard Setting Performance Level Descriptors (PLDs)**

There are four Performance Levels in writing:

- (1) Exceeded the Standards
- (2) Met the Standards
- (3) Basic
- (4) Apprentice

The Standard Setting PLDs define in detail what students at each grade and performance level should know and be able to do in relation to the Michigan Writing Grade Level Content Expectations (GLCEs).

In September 2005, groups of Michigan educators were brought together to develop these PLDs, taking into account both the curriculum framework and the writing assessments themselves. In January 2006, the PLDs were used by Michigan educators, parents, and community members to determine recommended cut scores between the performance levels. The recommended cut scores were formally adopted by the Michigan State Board of Education in January 2006.

In this document, only the first three levels are defined explicitly. The fourth level (*apprentice*) is defined as not meeting the requirements for the *basic* level.

The PLDs are presented in two ways:

- 1. Within grade level across performance levels—this presentation shows how performance progresses from one performance level to the next within each grade.
- 2. Within performance level across grades—this presentation shows how student performance progresses from one grade to another within each performance level.

You may note that in writing, some of the skills described do not change much over grade level. This is because the skills themselves do not change, but the materials they are based on increase in complexity consistent with the materials students in each grade level are expected to produce.

The Writing MEAP was given in the Fall in grades 3-8, and measured the writing knowledge and skills expected at the end of grades 2-7.

# MEAP Writing Grade 3 Performance Level Descriptors (Across Performance Levels) (Addresses Grade 2 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with	Constructs a narrative or informational	Constructs a narrative or informational
limited, general, and/or vague details.	piece with one central idea and develops it	piece that focuses on one central idea and
	with relevant supporting details.	develops it with relevant supporting
		details.
Attempts to organize may be artificial	Uses organization to support connections	Generates an exceptionally clear, well
and/or only partially effective.	between ideas.	organized, and coherent text.
Shows limited control of language and	Recognizes and uses grade-level	Recognizes and uses language and
conventions that may interfere with	appropriate conventions that minimally	conventions that enhance meaning.
meaning.	distract from meaning.	
Attempts to express individual style may	May express individual style.	Expresses authentic individual style.
seem forced or artificial.	nady express marvidual segie.	Empresses dumente marraum seyre.
Shows minimal consideration of purpose	Shows some consideration of purpose and	Shows consideration of audience when
and audience.	audience.	writing for a specific purpose.
Demonstrates minimal awareness of grade	Demonstrates awareness of grade level	Effectively reflects understanding of grade
level writing content, process, and	writing content, process, and conventions	level writing content, process, and
conventions with vague, general, or	by appropriately assessing and responding	conventions by appropriately assessing and
ineffective responses to the writing of	to the writing of peers.	responding to the writing of peers.
peers.		

### MEAP Writing Grade 4 Performance Level Descriptors (Across Performance Levels) (Addresses Grade 3 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with	Constructs a narrative or informational	Constructs a focused narrative or
limited, general, and/or vague details.	piece with one central idea and develops it	informational piece with one central idea
	with relevant supporting details.	and develops it with relevant supporting details.
Attempts to organize may be artificial and/or only partially effective.	Uses organization to support connections between ideas.	Generates an exceptionally clear, well organized, and coherent text.
Shows limited control of language and	Recognizes and uses grade-level	Recognizes and uses language and
conventions that may interfere with	appropriate conventions that minimally	conventions that enhance meaning.
meaning.	distract from meaning.	
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose	Shows some consideration of purpose and	Shows consideration of audience when
and audience.	audience.	writing for a specific purpose.
Demonstrates minimal awareness of grade	Demonstrates awareness of grade level	Effectively reflects understanding of grade
level writing content, process, and	writing content, process, and conventions	level writing content, process, and
conventions with vague, general, or	by appropriately assessing and responding	conventions by appropriately assessing and
ineffective responses to the writing of	to the writing of peers.	responding to the writing of peers.
peers.		

## MEAP Writing Grade 5 Performance Level Descriptors (Across Performance Levels) (Addresses Grade 4 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with	Constructs a narrative or informational	Constructs an exceptionally clear narrative
limited, general, and/or vague details.	piece with one central idea and develops it	or informational text that focuses on one
	with relevant supporting details.	central idea and fully develops it with
		relevant supporting details.
Attempts to organize may be artificial	Demonstrates control over organization to	Organizes and arranges response in a
and/or only partially effective.	support connections between ideas.	coherent manner that moves the reader
		through the text.
Shows limited control of language and	Recognizes and uses grade-level	Recognizes and uses language and
conventions that may interfere with	appropriate conventions that minimally	conventions that enhance meaning.
meaning.	distract from meaning.	
Attempts to express individual style may	May express individual style.	Expresses authentic individual style.
seem forced or artificial.	Chave some consideration of numero and	Chave along understanding of numbers and
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows clear understanding of purpose and audience.
Demonstrates minimal awareness of grade	Demonstrates awareness of grade level	Effectively reflects understanding of grade
level writing content, process, and	writing content, process, and conventions	level writing content, process, and
conventions with vague, general, or	by appropriately assessing and responding	conventions by appropriately assessing and
ineffective responses to the writing of	to the writing of peers.	responding to the writing of peers.
peers.	to the witting of peers.	responding to the writing of peers.

# MEAP Writing Grade 6 Performance Level Descriptors (Across Performance Levels) (Addresses Grade 5 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details.	Constructs an exceptionally clear narrative or informational text that focuses on one central idea and fully develops it with relevant supporting details.
Attempts to organize may be artificial and/or only partially effective.	Demonstrates control over organization to support connections between ideas.	Organizes and arranges response in a coherent manner that moves the reader through the text.
Shows limited control of language and conventions that may interfere with meaning.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning.	Recognizes and uses language and conventions that enhance meaning and result in a compelling piece of writing.
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows clear understanding of purpose and audience.
Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

### MEAP Writing Grade 7 Performance Level Descriptors (Across Performance Levels) (Addresses Grade 6 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details.	Develops a clear and cohesive narrative or informational text with relevant supporting	Develops an exceptionally clear and thorough informational text or a
	details.	compelling, cohesive narrative text.
Attempts to organize may be artificial and/or only partially effective.	Demonstrates control over organization to support connections between ideas.	Controls organization to move the reader smoothly and naturally through the text.
Shows limited control of language and conventions that may interfere with meaning.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning.	Recognizes and intentionally crafts language, conventions, and grammatical structures that enhance meaning and result in a compelling piece of writing.
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows clear understanding of purpose and audience.
Demonstrates minimal awareness of grade	Demonstrates awareness of grade level	Effectively reflects understanding of grade
level writing content, process, and conventions with vague, general, or ineffective responses to the writing of	writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.
peers.		

#### MEAP Writing Grade 8 Performance Level Descriptors (Across Performance Levels)

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	(Addresses Grade 7 Knowledge and Skills)	

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with	Develops a clear and cohesive narrative or	Develops an exceptionally clear and
limited, general, and/or vague details.	informational text with relevant supporting	thorough informational text or a
	details.	compelling, cohesive narrative text.
Attempts to organize may be artificial and/or only partially effective.	Demonstrates control over organization to support connections between ideas.	Controls organization to move the reader smoothly and naturally through the text.
Shows limited control of language and	Recognizes and uses grade-level	Recognizes and intentionally crafts
conventions that may interfere with	appropriate conventions that minimally	language, conventions, and grammatical
meaning.	distract from meaning.	structures that enhance meaning and result
		in a compelling piece of writing.
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose	Shows some consideration of purpose and	Shows clear understanding of purpose and
and audience.	audience.	audience.
Demonstrates minimal awareness of grade	Demonstrates awareness of grade level	Effectively reflects understanding of grade
level writing content, process, and	writing content, process, and conventions	level writing content, process, and
conventions with vague, general, or	by appropriately assessing and responding	conventions by appropriately assessing and
ineffective responses to the writing of	to the writing of peers.	responding to the writing of peers.
peers.		

# MEAP Writing "Met Standards" Performance Level Descriptors (Across Grades 3-8) (Addresses Grades 2-7 Knowledge and Skills)

In Grade 3:	In Grade 4:	In Grade 5:	In Grade 6:	In Grade 7:	In Grade 8:
Constructs a narrative or	Constructs a narrative or	Constructs a narrative or	Constructs a narrative or	Develops a clear and	Develops a clear and
informational piece with	informational piece with one	informational piece with one	informational piece with one	cohesive narrative or	cohesive narrative or
one central idea and	central idea and develops it	central idea and develops it	central idea and develops it	informational text with	informational text with
develops it with relevant	with relevant supporting	with relevant supporting	with relevant supporting	relevant supporting details.	relevant supporting details.
supporting details.	details.	details.	details.		
Uses organization to support connections between ideas.	Uses organization to support connections between ideas.	Demonstrates control over organization to support connections between ideas.	Demonstrates control over organization to support connections between ideas.	Demonstrates control over organization to support connections between ideas.	Demonstrates control over organization to support connections between ideas.
Recognizes and uses	Recognizes and uses grade-	Recognizes and uses grade-	Recognizes and uses grade-	Recognizes and uses grade-	Recognizes and uses grade-
grade-level appropriate	level appropriate conventions	level appropriate conventions	level appropriate	level appropriate	level appropriate
conventions that minimally	that minimally distract from	that minimally distract from	conventions that minimally	conventions that minimally	conventions that minimally
distract from meaning.	meaning.	meaning.	distract from meaning.	distract from meaning.	distract from meaning.
May express individual style.	May express individual style.	May express individual style.	May express individual style.	May express individual style.	May express individual style.
Shows some consideration	Shows some consideration of	Shows some consideration of	Shows some consideration of	Shows some consideration of	Shows some consideration of
of purpose and audience.	purpose and audience.	purpose and audience.	purpose and audience.	purpose and audience.	purpose and audience.
Demonstrates awareness of	Demonstrates awareness of	Demonstrates awareness of	Demonstrates awareness of	Demonstrates awareness of	Demonstrates awareness of
grade level writing content,	grade level writing content,	grade level writing content,	grade level writing content,	grade level writing content,	grade level writing content,
process, and conventions	process, and conventions by	process, and conventions by	process, and conventions by	process, and conventions by	process, and conventions by
by appropriately assessing	appropriately assessing and	appropriately assessing and	appropriately assessing and	appropriately assessing and	appropriately assessing and
and responding to the	responding to the writing of	responding to the writing of	responding to the writing of	responding to the writing of	responding to the writing of
writing of peers.	peers.	peers.	peers.	peers.	peers.

## MEAP Writing "Exceeded Standards" Performance Level Descriptors (Across Grades 3-8) (Addresses Grades 2-7 Knowledge and Skills)

In Grade 3:	In Grade 4:	In Grade 5:	In Grade 6:	In Grade 7:	In Grade 8:
Constructs a narrative or	Constructs a focused narrative	Constructs an exceptionally	Constructs an exceptionally	Develops an exceptionally	Develops an exceptionally
informational piece that	or informational piece with	clear narrative or	clear narrative or	clear and thorough	clear and thorough
focuses on one central idea	one central idea and develops	informational text that focuses	informational text that	informational text or a	informational text or a
and develops it with	it with relevant supporting	on one central idea and fully	focuses on one central idea	compelling, cohesive	compelling, cohesive
relevant supporting details.	details.	develops it with relevant supporting details.	and fully develops it with relevant supporting details.	narrative text.	narrative text.
		supporting details.	referent supporting details.		
Generates an exceptionally	Generates an exceptionally	Organizes and arranges	Organizes and arranges	Controls organization to	Controls organization to
clear, well organized, and	clear, well organized, and	response in a coherent manner	response in a coherent	move the reader smoothly	move the reader smoothly
coherent text.	coherent text.	that moves the reader through	manner that moves the	and naturally through the	and naturally through the
		the text.	reader through the text.	text.	text.
Recognizes and uses	Recognizes and uses language	Recognizes and uses language	Recognizes and uses	Recognizes and intentionally	Recognizes and intentionally
language and conventions	and conventions that enhance	and conventions that enhance	language and conventions	crafts language, conventions,	crafts language, conventions,
that enhance meaning.	meaning.	meaning.	that enhance meaning and	and grammatical structures	and grammatical structures
			result in a compelling piece	that enhance meaning and	that enhance meaning and
			of writing.	result in a compelling piece	result in a compelling piece
				of writing.	of writing.
Expresses authentic	Expresses authentic individual	Expresses authentic individual	Expresses authentic	Expresses authentic	Expresses authentic
individual style.	style.	style.	individual style.	individual style.	individual style.
Shows consideration of	Shows consideration of	Shows clear understanding of	Shows clear understanding of	Shows clear understanding	Shows clear understanding
audience when writing for	audience when writing for a	purpose and audience.	purpose and audience.	of purpose and audience.	of purpose and audience.
a specific purpose.	specific purpose.				
Effectively reflects	Effectively reflects	Effectively reflects	Effectively reflects	Effectively reflects	Effectively reflects
understanding of grade	understanding of grade level	understanding of grade level	understanding of grade level	understanding of grade level	understanding of grade level
level writing content,	writing content, process, and	writing content, process, and	writing content, process, and	writing content, process, and	writing content, process, and
process, and conventions	conventions by appropriately	conventions by appropriately	conventions by appropriately	conventions by appropriately	conventions by appropriately
by appropriately assessing	assessing and responding to	assessing and responding to	assessing and responding to	assessing and responding to	assessing and responding to
and responding to the	the writing of peers.	the writing of peers.	the writing of peers.	the writing of peers.	the writing of peers.
writing of peers.					

#### MEAP Writing "Basic" Performance Level Descriptors (Across Grades 3-8) (Addresses Grades 2-7 Knowledge and Skills)

In Grade 3:	In Grade 4:	In Grade 5:	In Grade 6:	In Grade 7:	In Grade 8:
Attempts to focus on one	Attempts to focus on one	Attempts to focus on one	Attempts to focus on one	Attempts to focus on one	Attempts to focus on one
central idea with limited,	central idea with limited,	central idea with limited,	central idea with limited,	central idea with limited,	central idea with limited,
general, and/or vague details.	general, and/or vague details.	general, and/or vague details.	general, and/or vague details.	general, and/or vague details.	general, and/or vague details.
Attempts to organize may be artificial and/or only	Attempts to organize may be artificial and/or only partially effective.	Attempts to organize may be artificial and/or only partially	Attempts to organize may be artificial and/or only	Attempts to organize may be artificial and/or only	Attempts to organize may be artificial and/or only
partially effective. Shows limited control of	Shows limited control of	effective. Shows limited control of	partially effective. Shows limited control of	partially effective. Shows limited control of	partially effective. Shows limited control of
language and conventions	language and conventions that	language and conventions that	language and conventions	language and conventions	language and conventions
that may interfere with	may interfere with meaning.	may interfere with meaning.	that may interfere with	that may interfere with	that may interfere with
meaning.	may interfere with meaning.	may interfere with meaning.	meaning.	meaning.	meaning.
Attempts to express	Attempts to express individual	Attempts to express individual	Attempts to express	Attempts to express	Attempts to express
individual style may seem	style may seem forced or	style may seem forced or	individual style may seem	individual style may seem	individual style may seem
forced or artificial.	artificial.	artificial.	forced or artificial.	forced or artificial.	forced or artificial.
Shows minimal	Shows minimal consideration	Shows minimal consideration	Shows minimal	Shows minimal	Shows minimal
consideration of purpose	of purpose and audience.	of purpose and audience.	consideration of purpose and	consideration of purpose and	consideration of purpose and
and audience.			audience.	audience.	audience.
Demonstrates minimal	Demonstrates minimal	Demonstrates minimal	Demonstrates minimal	Demonstrates minimal	Demonstrates minimal
awareness of grade level	awareness of grade level	awareness of grade level	awareness of grade level	awareness of grade level	awareness of grade level
writing content, process,	writing content, process, and	writing content, process, and	writing content, process, and	writing content, process, and	writing content, process, and
and conventions with	conventions with vague,	conventions with vague,	conventions with vague,	conventions with vague,	conventions with vague,
vague, general, or	general, or ineffective	general, or ineffective	general, or ineffective	general, or ineffective	general, or ineffective
ineffective responses to the	responses to the writing of	responses to the writing of	responses to the writing of	responses to the writing of	responses to the writing of
writing of peers.	peers.	peers.	peers.	peers.	peers.